Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Cylch Meithrin Tal y Bont & Llandygai

Ysgol Llandygai
Llandygai
Bangor
LL57 4HU

Date of inspection: January 2025

by

Care Inspectorate Wales (CIW)

and

Estyn, His Majesty's Inspectorate for Education and Training in Wales

About Cylch Meithrin Tal y Bont & Llandygai

Name of setting	Cylch Meithrin Talybont & Llandygai
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Julia Hammer
Person in charge	Bethany Chadwick-Roberts
Number of places	19
Age range of children	2-4
Number of 3 and 4-year-old children	5
Number of children who receive funding for early education	1
Opening days / times	Monday to Thursday 11.00-3.00. Education support time – Monday to Thursday 12.30-3.00
Flying Start service	No
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.
Date of previous CIW inspection	March 2019. New registration since then. This is the setting's first inspection.
Date of previous Estyn inspection	20/06/2017
Dates of this inspection visit(s)	21/01/2025

Summary

Theme	Judgement
Wellbeing	**Good**
Learning **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	
Care and development	**Good**
Teaching and assessment **(only applies to three- and four-year-old children who do not receive education in a maintained setting)**	**Good**
Environment	**Good**
Leadership and management	**Adequate**

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Continue to develop the role of the management committee to provide dedicated support to practitioners

R2 Ensure that supervision arrangements are implemented in full

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Children have a strong voice at the setting. They make choices and decisions about how to spend their time and what they would like to do. For example, some children choose not to wear a rainsuit and rain boots to play outside. For large part of each session, children can choose that they would like to play with. They use the variety of interesting activities and resources that are available to guide their play opportunities and develop their ideas. Nearly all children communicate confidently, including those who do not rely solely on verbal methods, as they know the practitioners will listen to them.

Robust and flexible settling-in procedures help children to feel safe and relaxed. Children arrive happily and go to play. If a child is a little quiet or upset on arrival, they are supported effectively by practitioners. As a result, children feel at home at the setting. They foster warm and close relationships with practitioners and visitors and share their wishes.

On the whole, children behave very well and as is appropriate for their age and stage of development. Nearly all children play together or play alongside each other. They are familiar with the daily arrangements. They learn to follow rules and to respect other people and property, and respond when they are reminded about the setting's rules, such as '*dwylo caredig'* ('kind hands'). Older children praise the younger children when they play together kindly. For example, when a younger child completes a task, their friend celebrates by saying '*da iawn ti!' ("well done, you!").*

Nearly all children take a keen interest in their play. They choose what appeals to them from the wide variety of interesting and exciting activities that are available. As a result, children

learn how to concentrate and persevere and nearly all spend extended periods participating in activities of their choice. For example, they work in small groups to fill water trays with sand and mud, and move them from one area to another. Children show good imaginative skills and play at being police officers arresting bad people. Children show enthusiasm when joining in with these periods.

Children develop and learn well through the extensive opportunities that are provided for them. By moving between activities and pursuing their own interests, they build confidence when making choices and ask for help when they need it. They foster independence and complete practical tasks for themselves. For example, they put on and take off their coats and rain boots and manage their personal needs, such as washing their hands independently.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting):

There is no report on children's learning. This is because there were not enough three or four-year-old children present at the time of the inspection, who do not receive funded education elsewhere, to report on without identifying individual children.

Care and development: Good

Leaders have developed a comprehensive range of relevant policies and procedures to help practitioners keep the children safe. They are reviewed by leaders each year. Leaders and practitioners have sound knowledge of how to protect children and know what to do if they have any concerns. Practitioners work well to keep children safe and healthy. They follow the setting's thorough policies and procedures in relation to hygiene and health and safety. They complete relevant and detailed accident and incident records. Leaders promote healthy lifestyles with the children and provide healthy snacks and milk or water to drink. Leaders and practitioners enable children to spend as much time as possible outdoors, which ensures that they have plenty of fresh air and exercise. Practitioners keep accurate attendance registers and a visitors book and conduct fire drills, which all contribute to ensuring safe provision for children. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners are caring and supportive. They interact with the children in a warm, relaxed and friendly manner, and create a positive, happy and lively atmosphere. Practitioners are calm and respectful when they talk to the children and each other, setting a good example for the children. For example, they praise a child's kindness for offering their bicycle to another child. A suitable behaviour management policy encourages practitioners to use positive techniques, such as explaining and demonstrating to deal with minor incidents. As a result, children learn how to manage their own behaviour in an environment that nurtures and promotes their self-esteem.

Practitioners succeed in meeting the needs of all children. There are very good systems in place to support children and their families and practitioners know the children exceptionally well. They understand the processes to follow to support children with additional learning needs. As a result, children make good progress in their development.

Practitioners are very responsive to children's needs. They play effectively with the children to support and extend learning, for example by using a variety of mathematical language, discussing ideas and promoting the Welsh language. Leaders and practitioners plan an exciting range of relevant activities and experiences in each of the areas of learning and development. They consider the children's favourite toys, equipment and interests when planning and understand the importance of allowing them to continue to play for extended periods when something is of particular interest to them.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners provide learning experiences that meet children's needs effectively. They set out interesting resources in the areas of the provision that engage children's interest well. For example, by placing water in the home area, they enable children to develop their skills by pouring water into small coffee cups. They ensure that resources are accessible and, as a result, encourage children's independence. They ensure that children have access to authentic resources in the indoor and outdoor areas.

Practitioners plan by following children's interests so that they engage effectively. They observe children during their activities and ask questions to challenge them to think for themselves and share their ideas. Practitioners identify the attainment and next steps in each child's individual learning journey beneficially. As a result, they have a firm grasp of how to support a child to develop their skills further.

Practitioners model polished language and support children's linguistic skills consistently. They sing during activities about familiar routines and events and, as a result, children hear the language in action and join in with the singing naturally. They have created an attractive book area which attracts children to immerse themselves fully in enjoying a variety of books. Practitioners create their own books which show pictures of visits and the activities children have enjoyed, developing the children's love for books. They have prepared various opportunities for children to begin making marks and develop their early writing skills. For example, the marking station enables children to understand the purpose of writing by creating maps and praise stickers for each other. Practitioners provide a wide range of resources and opportunities to develop children's numeracy skills, such as authentic objects such as buttons to count when making cakes out of dough.

Provision for children's social, moral, cultural and spiritual development is good. They display pictures of the children's families, which is an opportunity to celebrate each child's identity and culture. Practitioners encourage positive behaviour effectively and reward children regularly for being thoughtful and kind to their peers. As a result, children develop an understanding of fairness and draw practitioners' attention to each other's positive behaviour.

Environment: Good

Leaders prioritise children's safety by providing procedures that ensure that any risks are identified, monitored and managed effectively. They have produced thorough risk assessments that outline potential dangers and the steps that have been taken to reduce or prevent the risk to children. They also check these documents regularly and complete

additional assessments for any new activities. Practitioners complete daily checks of the play areas, toys and resources and keep a record of any further steps that need to be followed. Practitioners deal with any hazards that are detected quickly and effectively, for example, by cleaning water off the floor to avoid the risk of slipping.

Leaders respond promptly to issues relating to the children's safety and any cases that arise. For example, they monitor and conduct regular fire drills to ensure that children are familiar with the arrangements to follow should they need to evacuate the building in an emergency. The building is maintained with electricity and safety checks are completed regularly in line with the arrangements of the school building which is attached to the setting. Practitioners are vigilant when supervising the children carefully to ensure their safety both indoors and outdoors.

The playroom is comfortable and cosy and there is plenty of space for the children to move around freely. Leaders ensure that children have a sense of belonging by displaying examples of their work on the walls, including photographs of the children and their families. Practitioners ensure that the playroom offers a wide range of stimulating and exciting activities and resources that enrich children's experiences successfully. For example, there is a painting area, reading books, marking and dough areas, and these stimulate children to use their imaginations. The outdoor area is enclosed and provides play experiences in the mud kitchen, the sand pit and water. They also use a grassy area for riding bicycles, playing ball and exploring in mud tubs.

Leaders ensure that the wide range of resources are clean and of good quality. They are stored at a low levels to enable the children to choose independently without adult intervention. Leaders provide an effective range of 'authentic' resources. For example, children play with crockery and cooking equipment in the playhouse and pretend to talk on the telephone with their friends.

Leadership and management: Adequate

Leaders have a robust vision for the setting and this is reflected well in the statement of purpose. They follow safe recruitment procedures when appointing new practitioners and have appropriate processes for inducting new staff. The leader supports practitioners consistently and ensures that they have regular training and supervision. However, the leader does not receive regular supervision. They have a variety of suitable policies and procedures which are implemented appropriately at the setting. Leaders identify the strong aspects of the service, while also responding appropriately to improvement priorities. They consider a suitable range of evidence, including the views of different stakeholders, and plan for the development of different aspects of provision. As a result, most children make sound progress in their skills. The leader and practitioners work well together as a team and know the children well. They receive beneficial support from the local authority's advisory teachers and other support organisations, and act on their recommendations. This contributes significantly to the development of provision. However, the role of the committee has not been developed sufficiently to ensure the most effective support for practitioners in maintaining and developing provision.

Leaders work closely with the authority's additional learning needs services to ensure that they support children effectively. They are very open to accepting all advice and are willing to adapt provision as a result of the input of specialists. Leaders have created a supportive relationship with parents and carers. They communicate with them regularly and include them effectively in children's learning experiences. Leaders have created a useful handbook which summarises a range of useful information about the work of the provision.

Leaders organise appropriate opportunities for practitioners to attend training that develops their awareness of child development. Practitioners act as a result of this training to create learning experiences that develop children's skills successfully.

Leaders and practitioners have a good partnership with the local school. They make beneficial use of the school grounds, for example by organising experiences in the wooded area. They have good transition arrangements which facilitate children's transition to the next stage in their learning. Leaders use the local area appropriately to promote children's awareness of their cynefin, or local area. For example, they visit the local church and shop and travel by bus to Bangor pier. Leaders make good use of funding by ordering purposeful resources to support children's development.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (http://careinspectorate.wales) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Trosol (Welsh to English).

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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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